|  |  |  |  |
| --- | --- | --- | --- |
| **a** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT evaluate the rise of the counter culture movement and its origins by writing a conversation between a parent (main-stream culture) and a teenager (counterculture) | Examine trends in popular culture from 1946-1968 such as advertising, the beat movement, rock and roll music, the growth of television, and changes in the motion picture industry (PNW) | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| Students will write a conversation between a parent (who represents mainstream culture) and a teenager (who represents counterculture in the 1960s) on the differences between mainstream and counter culture and why the counter culture movement started. |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
| What events and changes in the 1960s led to the counterculture movement? | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
| What were the qualities of counterculture?  What led the generation of the 1960s to be driven to counterculture? | * Do you consider yourself rebellious? Do you always do what your parents tell you to do? Why or Why not? | |
| **LESSON CYCLE: GO** | **OPENING. (10 min.)** | |
| * Do you consider yourself rebellious? Do you always do what your parents tell you to do? Why or Why not? | |
| **INTRODUCTION OF NEW MATERIAL. (20 min.)** | |
| Students will be introduced to the idea of counterculture. They will then look at a series of video clips and images to look for the qualities of the counterculture movement. Students will then brainstorm in groups to determine what events of the 1960s (that we have already learned about) would have led to this feeling of rebellion against traditional culture. | |
|  | |
| **GUIDED PRACTICE. (15 min.)** | |
| Students will listen to two songs “My generation” by the Who and “Come Together” by the Beatles. They will look at the messages of the two songs and try and figure out what they are rebelling against. Students will also look at the images in the two videos and see how that differs from the mainstream culture we have been talking about. | |
| **INDEPENDENT PRACTICE. (15 min.)** | |
| Students will write a conversation between a parent (who represents mainstream culture) and a teenager (who represents counterculture in the 1960s) on the differences between mainstream and counter culture and why the counter culture movement started.  Students can choose from the starting points below:  Parent: “That music you listen to is just loud noise” or Teenager: “You are so uptight, you need to relax and live freely” | |
| **CLOSING. (10 mins)** | |
| We will answer last minute questions before your test. Study! | |
| **HOMEWORK :** | |
| **REINFORCEMENT** |  | | |

IEP Matrix

|  |  |  |
| --- | --- | --- |
| **Student** | **Goal / Objective** | **Accommodations / Modifications** |
| IM | 1. Imani will be able to analyze and evaluate elements of poetry to facilitate understanding and interpretation beyond the 3.5 grade level with 80% accuracy. 2. Imani will locate, retrieve, and use information from various sources to accomplish a purpose with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| CJ | 1. Corey will understand, aquire and use new vocabulary in order to increase his speaking and writing vocabulary skills from grade level content passages as measured by classroom-based assessments with 80% accuracy. 2. Corey will use strategies to prepare for reading (before reading) from grade level passages as measured by classroom-based assessments with 80& accuracy. 3. Corey will apply conventional spelling in written language from grade level content passages as measured by classroom-based assessments with 80% accuracy | Small groups to limit distractions, extended time, dictionary, shorter texts to read, verbatim reading |
| AB | 1. Alfred will use strategies to prepare for reading (before reading) from grade level content passages as measured by classroom based assessments with 80% accuracy. 2. Alfred will select, organize, and develop ideas appropriate to topic, audience, and purpose from grade level content passages as measured by classroom-based assessments with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| SW | 1.Sha’kera will read, comprehend, interpret, analyze and evaluate texts from 5.0 grade level to 5.5 grade level as measured by classroom based assessment with 80% accuracy  2.Sha’kera will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose from 5.0 grade level to 5.5 grade level as measured by classroom-based assessment with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
|  | Period 3 |  |
| TA | Only math goals listed   1. Tommie will improve his problem solving skills through the application of visual organizers, manipulative, step by step processes and teacher modeling. | Small groups to limit distractions, extended time |
| JG | 1. Jerrica will be able to use strategies to demonstrate an improved understanding of the text she has read with 80% accuracy.   Jerrica will be able to write in a variety of modes that express personal ideas, inform, and persuade form 4.0 to 4.5 grade level with 80% accuracy as measured by informal assessments | Small groups to limit distractions, extended time, verbatim reading |
|  |  |  |
|  | Period 5 |  |
| SD | 1. Shaquille will improve reading comprehension skills by using before, during and after strategies to better understand the text with 80% accuracy. 2. Shaquille will compose texts using the prewriting, drafting, editing and revising strategies of effective writers with 80& accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| MG | 1. Michael will use strategies to demonstrate understanding of the text to improve his performance beyond the 2nd grade level with 80% accuracy. 2. Michael will compose oral, written, and visual presentations that express personal ideas, inform, and persuade to improve his performance beyond the 4th grade level | Small groups to limit distractions, extended time |
| SH | 1. Shakera will write in a variety of modes that expresses personal ideas, inform, and persuade with 80% accuracy as measured by informal test and classwork. 2. Shaker will demonstrate the ability to respond to a text by employing personal experience and critical analysis with 80% accuracy. | Extended time, preferential seating to reduce distractions, verbatim reading |